



## Ellen Woodside Elementary

9122 Augusta Road  
Pelzer, SC 29669

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	665 Students	
<b>Principal</b>	Stephanie B. Reese	864-355-4900
<b>Superintendent</b>	Dr. Phinnize J. Fisher	864-355-8860
<b>Board Chair</b>	Megan Hickerson	864-288-8363

# THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2009</b>	<b>Average</b>	<b>Average</b>
2008	Average	At-Risk
2007	Average	At-Risk
2006	Average	At-Risk
2005	Average	Below Average

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

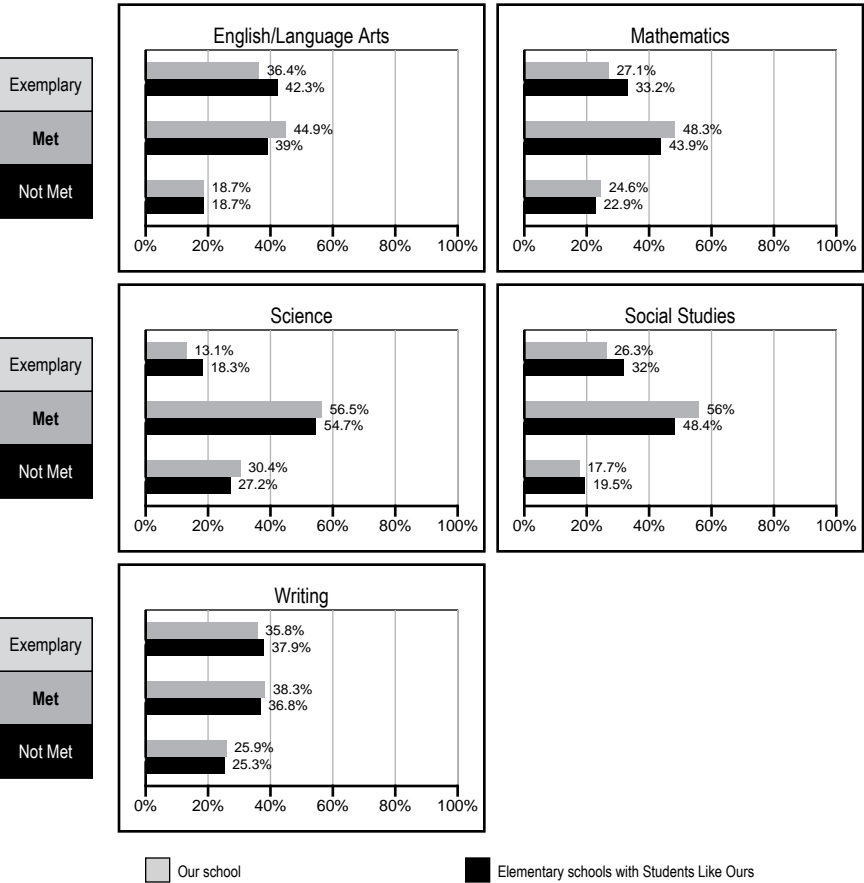
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 95.9%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
13	30	51	0	0

\* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



\* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=665)</b>				
First graders who attended full-day kindergarten	100.0%	Up from 98.2%	100.0%	100.0%
Retention rate	2.4%	No Change	2.0%	1.9%
Attendance rate	96.1%	Up from 96.0%	96.3%	96.3%
Eligible for gifted and talented	10.6%	Up from 9.5%	12.8%	10.0%
With disabilities other than speech	8.2%	Down from 9.2%	7.7%	7.7%
Older than usual for grade	0.7%	Up from 0.5%	0.4%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.2%	Up from 0.1%	0.0%	0.0%
<b>Teachers (n=47)</b>				
Teachers with advanced degrees	42.6%	Up from 41.3%	60.0%	59.4%
Continuing contract teachers	74.5%	Up from 67.4%	82.5%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	88.8%	Up from 86.4%	88.3%	85.9%
Teacher attendance rate	96.1%	Up from 94.6%	95.3%	95.1%
Average teacher salary*	\$42,590	Up 5.4%	\$47,211	\$47,149
Professional development days/teacher	17.8 days	Down from 24.9 days	10.9 days	11.1 days
<b>School</b>				
Principal's years at school	3.0	Up from 2.0	5.0	4.0
Student-teacher ratio in core subjects	12.3 to 1	Down from 18.4 to 1	19.3 to 1	18.8 to 1
Prime instructional time	91.6%	Up from 88.3%	90.6%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Good	Down from Excellent	Excellent	Excellent
Dollars spent per pupil**	\$6,185	Up 5.0%	\$6,907	\$7,458
Percent of expenditures for instruction**	66.5%	Down from 68.3%	69.2%	68.8%
Percent of expenditures for teacher salaries**	64.5%	Down from 65.1%	64.0%	63.2%

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

Ellen Woodside Elementary school has experienced an exciting and challenging school year as we worked collaboratively to create a strong cohesive curriculum that meets the needs of all of our students. Situated in a rural area in southern Greenville County, the school serves approximately 680 students in grades 4K through 5th. This year we continued to partner with the Carolina First Center for Excellence to implement the "Quality Learning Tools" for continuous improvement. This model places accountability for learning into the children's hands as they develop academic and personal goals. The primary focus is using quality concepts, quality tools, and data collection in the classroom and school to monitor improvement and motivate learners. The model encourages effective communication, responsibility, and promotes positive social behavior. Throughout the year, several assessments including MAPS (Measure of Academic Progress), were used to help us analyze growth, set academic goals, and to set academic plans for all students. MAPS tests help to identify what skills students have attained and the ones that need to be taught next. We have continued to improve the quality of our program by enlisting our community resources and by developing parenting programs for our at-home partners. All students have been provided the highest quality of instruction and have been afforded the opportunity to fulfill their innate potential through the positive, creative, and challenging curriculum presented in a relevant and meaningful manner.

Stephanie B. Reese, Principal  
Amy Fitzgerald, SIC

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	39	114	72
Percent satisfied with learning environment	100.0%	89.3%	90.0%
Percent satisfied with social and physical environment	100.0%	89.5%	93.0%
Percent satisfied with school-home relations	97.4%	91.2%	91.5%

\* Only students at the highest elementary school grade level and their parents were included.

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No Child Left Behind

School Adequate Yearly Progress	YES
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This school met 21 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	
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School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	1.8%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	2.0%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	2.3%	0.0%	No
Student attendance rate	96.1%	94.0%*	Yes

\* Or greater than last year

**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)**

All Students	337	100	18.7	44.9	36.4	88.8	84	82.8	Yes	Yes
<b>Gender</b>										
Male	171	100	20.1	47.8	32.1	85.5	80.8	79.3	N/A	N/A
Female	166	100	17.3	42	40.7	92	87.4	86.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	232	100	18.2	42.7	39.1	88.9	89.5	89.5	Yes	Yes
African American	75	100	22.1	50	27.9	86.8	72.7	73.7	Yes	Yes
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	93	92.3	I/S	I/S
Hispanic	21	100	20	40	40	90	74.8	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	91.2	82.5	I/S	I/S
<b>Disability Status</b>										
Disabled	59	100	48.2	32.1	19.6	58.9	52.5	52	Yes	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.1	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	14	100	21.4	42.9	35.7	92.9	74.5	75.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	176	100	24.4	46.3	29.3	85.4	74.4	75.5	Yes	Yes

**Mathematics - State Performance Objective = 57.8% (Met or Exemplary)**

All Students	337	100	24.6	48.3	27.1	84.7	80.9	78.9	Yes	Yes
<b>Gender</b>										
Male	171	100	28.3	46.5	25.2	84.3	79.6	77	N/A	N/A
Female	166	100	21	50	29	85.2	82.2	80.9	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	232	100	23.1	48	28.9	87.6	87	87.2	Yes	Yes
African American	75	100	33.8	47.1	19.1	73.5	66.3	66.7	Yes	Yes
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	94.3	93	I/S	I/S
Hispanic	21	100	10	55	35	95	75.3	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	86.8	79.5	I/S	I/S
<b>Disability Status</b>										
Disabled	59	100	58.9	33.9	7.1	64.3	48.1	45.5	Yes	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	75.7	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	14	100	21.4	57.1	21.4	85.7	76.2	76.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	176	100	28	53	18.9	79.9	70.5	70.2	Yes	Yes

\* Adjusted to account for natural variation in performance.

**Abbreviations for Missing Data**

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**PASS Performance By Group**

	Enrolment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
<b>Science</b>								
All Students	225	100	30.4	56.5	13.1	69.6	71.3	67.5
<b>Gender</b>								
Male	117	100	28.7	55.6	15.7	71.3	70.8	67
Female	108	100	32.1	57.5	10.4	67.9	71.8	68
<b>Racial/Ethnic Group</b>								
White	161	100	27.7	58.5	13.8	72.3	79.5	79.5
African American	47	100	45	47.5	7.5	55	53	50.3
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	86.9	84.3
Hispanic	12	100	18.2	63.6	18.2	81.8	61.1	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	88.4	71.2
<b>Disability Status</b>								
Disabled	47	100	46.7	51.1	2.2	53.3	39.1	35.6
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	46.1
<b>English Proficiency</b>								
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	60.4	59.6
<b>Socio-Economic Status</b>								
Subsided meals	115	100	37.7	55.7	6.6	62.3	57.5	55.1

**Social Studies**

All Students	222	100	17.7	56	26.3	82.3	75.7	72.3
<b>Gender</b>								
Male	115	100	16.2	57.1	26.7	83.8	75.1	71.5
Female	107	100	19.2	54.8	26	80.8	76.3	73.2
<b>Racial/Ethnic Group</b>								
White	153	100	15.1	57.5	27.4	84.9	81.7	80.7
African American	51	100	28.3	50	21.7	71.7	61.5	60
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	88	88.5
Hispanic	13	100	8.3	58.3	33.3	91.7	69	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	78	72.2
<b>Disability Status</b>								
Disabled	32	100	43.3	46.7	10	56.7	47.5	43.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	50.7
<b>English Proficiency</b>								
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	69	67.9
<b>Socio-Economic Status</b>								
Subsided meals	114	100	24	59.6	16.3	76	63.9	62.1

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	340	99.4	25.5	38.5	36	74.5	72.9	70.2	96.1	96.5
Gender										
Male	172	98.8	33.1	39.5	27.4	66.9	66.4	63.2	96.2	96.4
Female	168	100	18.2	37.6	44.2	81.8	79.7	77.5	96	96.5
Racial/Ethnic Group										
White	234	99.6	24	40	36	76	80.5	79.1	95.8	96.3
African American	76	98.7	33.3	37.7	29	66.7	57.1	57.6	97.2	96.5
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	87.3	86.2	94.7	97.6
Hispanic	21	100	15	30	55	85	61.3	62.6	95.9	96.9
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	71.8	68.7	N/A	95.2
Disability Status										
Disabled	55	100	64.2	26.4	9.4	35.8	28.4	26.1	95.2	95.4
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	54.7	N/A	92.4
English Proficiency										
Limited English Proficient	14	100	21.4	28.6	50	78.6	60.5	61.2	95.4	97.2
Socio-Economic Status										
Subsidized meals	179	99.4	32.9	34.7	32.3	67.1	58.8	58.9	95.4	95.8

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	108	100	17.3	37.5	45.2	82.7
	4	110	100	21.6	44.1	34.3	78.4
	5	119	100	17.4	52.2	30.4	82.6
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2009	3	108	100	17.3	51.9	30.8	82.7
	4	110	100	26.5	45.1	28.4	73.5
	5	119	100	29.6	47.8	22.6	70.4
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2009	3	55	100	26.4	54.7	18.9	73.6
	4	110	100	29.4	57.8	12.7	70.6
	5	60	100	35.6	55.9	8.5	64.4
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Social Studies							
2009	3	53	100	17.6	45.1	37.3	82.4
	4	110	100	13.7	60.8	25.5	86.3
	5	59	100	25	57.1	17.9	75
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2009	3	110	98.2	19.4	40.8	39.8	80.6
	4	111	100	32.4	32.4	35.2	67.6
	5	119	100	24.6	42.1	33.3	75.4
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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